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ABSTRACT

Demands for librarians with some training beyond that of fifth-year master's program are greater than ever. Organized programs at a level intermediate between the master's degree and the doctorate now exist at eleven of the American library schools which are accredited by the American Library Association. The literature on the subject is sparse and a questionnaire submitted to the eleven schools elicited a variety in requirements for admission, curriculum and rationale for the program and in the objectives of the program. Three schools see the program as a first step toward the doctorate and foresee it as an alternative to the doctorate. More research is required to determine subsequent careers of students in the programs, the effects of government funding, whether more programs should be established and to evaluate ongoing programs. (AB)

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POST-MASTER'S DEGREE PROGRAMS IN SOME AMERICAN LIBRARY SCHOOLS

FLOYD N. FRYDEN
G.L.S. 400
MARCH 19, 1968

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> . . . except for the director and six department heads and specialists, I believe that the [Carnegie Library of] Pittsburgh['s] staff does not need more bibliographical or technical training than is now given in one-year library schools.[1]

The situation has changed since Ralph Munn wrote in 1936. The doctorate in librarianship, then awarded by only one library school, is now offered by almost a dozen. The sixth year M.A. has virtually disappeared. The fifth-year B.L.S. has become a master's degree. Demands for librarians with some training beyond that obtained in the fifth-year master's programs and for qualified instructors in library schools are greater than ever. One way of meeting the demand has been the institution of organized programs which are at a level intermediate between the master's degree and the doctorate. These programs, which I shall call "post-master's programs," now exist at eleven of the American library schools which are accredited by the American Library Association's Committee on Accreditation.

In Williamson's report of 1923 to the Carnegie Corporation, the sad state of library education in this country was graphically described.[2] One of his recommendations was that all library schools be attached to institutions of higher learning. Gradually, this took place. In 1926, the Board of Education for Librarianship of the A.L.A., after consultation with the Association of American Universities, decided that a student who had completed a year's course in librarianship after four years of college work would receive a second bachelor's degree (B.L.S., B.S.L.S., etc.) rather than a professional or master's degree.[3] Advanced training could be obtained through the sixth-year programs at the Type I library schools and, after 1928, the doctoral program at the University of Chicago.

In the late 1940's and early 1950's, this pattern began to change. The B.L.S. was converted into a fifth-year master's degree, the sixth-year master's

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degree began to disappear, and the doctorate was offered at more than one library school. What is important for our purposes is the almost complete disappearance of the sixth-year master's degree. That degree was intended to provide advanced training short of the still more rigorous work necessary for obtaining the doctorate. A description of the sixth-year master's program at the Berkeley library school will illustrate what such programs were like:[4]

> The program . . . is designed to provide personnel for high-level and top positions in libraries of all kinds and to train leaders for the profession in California and the nation. . . . Particular attention is paid to the integration of the student's curriculum with his previous training and experience, his present interests, and his professional ambitions. . . . Candidates for the master's degree must take 24 units of upper division and graduate courses. Twelve of these must be selected from the second-year curriculum of the School of Librarianship. The remaining 12 units may be selected from this same curriculum, from second semester first-year courses not previously taken, or from upper division or graduate courses in subjects related to the particular interests of the student.

This degree program has, until quite recently, not been replaced with any comparable, organized program. Some library schools, of course, have allowed interested persons who have had training in librarianship to take additional course work on an informal basis. Within the past few years, several library schools have inaugurated formal programs of instruction (other than doctoral ones) at the post-master's degree level.*

This paper will discuss the nature of these programs and some of the problems which they raise. References in the published literature to the programs are sparse. A measure of the sparseness is that no published list of the schools offering the programs could be found. Through the references and consultation with knowledgeable people, a list of eleven accredited American schools offering the programs was generated. The data in the paper come from the replies to a questionnaire which the author sent to the schools and from printed materials, chiefly catalogs and brochures, which some of the schools sent with their replies.[5] Since some schools provided more information than others, the data in this paper are often fuller for the former than the latter. All of the schools replied; they are at the University of California at Los Angeles, Co-

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*Since data only from schools which currently have some type of program are given, that at Peabody, which ran until 1965 and will resume in the fall of 1968, is not described.

lumbia University, Emory University, Florida State University, the University of Illinois, Louisiana State University, the University of Maryland, the University of Minnesota, . the University of Pittsburgh, Western Michigan University, and the University of Wisconsin.

The first set of questions dealt with the requirements for admission. Nearly all the schools required a master's degree from an accredited library schools. This was not surprising. However, some potential applicants might have had training which could be useful even though it did not fall into this pattern. Therefore, a series of exploratory questions was asked. The first was whether or not a person who had a master's degree in librarianship from an unaccredited library school would be eligible for admission. The lack of accreditation is not necessarily an indication of the quality of a library school. Carnovsky has pointed out that ". . . many [library] schools not yet accredited have never asked to be accredited."[6] A majority of the respondents gave qualified approval to admitting such persons. Another type of potential applicant is the person who has received some training in librarianship (usually at the undergraduate level) and training in a subject field at the master's degree level. Swank, in an article dealing with the possible curriculum and rationale of the post-master's program, has suggested that this program might be one way in which a person with a master's degree in a subject field who wished to teach librarianship or engage in research on library problems could gain an entrée into the field.[7] Very few of the schools, however, were willing to admit such candidates. The unwillingness may in part be due, of course, to the nature of the programs, a topic to be discussed later; a program which is specifically designed to build on a master's degree in librarianship and to produce more proficient practitioners would not be very useful for such people. The library schools were much more willing to admit persons who had received a fifth-year B.L.S. The two which were not willing to do so had alternative programs for such people. The last type of admissions question which would be peculiar

to this type of program was the issue of experience as a librarian. Only two of the schools did not require experience; the others did--usually two or three years.

Another type of admissions qualifications concerns such matters as grade point average, performance on aptitude tests, and miscellaneous matters. These as well as the other admissions requirements are set forth in Table 1.

The programs, when considered on a full-time basis, usually run for either one academic year or for an academic year and a summer. In the majority of cases, the student is either allowed or expected to take a full load in consecutive quarters or semesters. Several respondents allow some other pattern. One school has had most of its post-master's students in summer sessions. Where a student had received a fellowship under the provisions of Title II B of the Higher Education Act of 1965, to be discussed below, it is very likely that he would be a full-time student for the entire length of the program. These matters are fully displayed in Table 2. In eight of the schools, the student receives a certificate or other recognition upon completing the program. Most of these involve the word "specialist" and seem to reflect the type of certificate offered by many university departments of education to people who complete a program which lies between the master's degree and the doctorate and typically prepares school administrators. Details are shown in Table 3.

The objectives of the programs fall into three distinct categories, some schools offering work in only one and some offering work in more than one: (1) training people to teach librarianship at the undergraduate level, the graduate level, or both; (2) providing a means for practicing librarians to move into administrative or specialists' positions; and (3) allowing practicing librarians to perform their present work more effectively. The detailed results are shown in Table 4.

To carry out these objectives, the library schools have evolved a variety

TABLE 1--ADMISSIONS REQUIREMENTS

	Master's Degree from A.L.A. Accred. School Required		Master's Degree from Unaccred. School Acceptable		Undergrad. Preparation in Librarianship and Subject Master's Degree Acceptable		
	Yes	No	Yes	No	Yes	No	Perhaps
UCLA	x			x		x	
Columbia	x		x				x[a]
Emory	x		b			x	
Florida	x		c			x	
Illinois	x			x		x	
Louisiana		x[d]	x[d]		x[d]		
Maryland	x		x				x[e]
Minnesota	x			x		x	
Pittsburgh	x			x		x	
W. Michigan	x			x		x	
Wisconsin	x		x[f]			x	

Table 1. Continued

	Pre-1950 B.L.S. From Accred. Lib. School Acceptable		Professional Experience			Specified Grade Point Average		
	Yes	No	Yes	No	How much?	Yes	No	What?
UCLA	x			x		x		B (3.0 on 4.0 scale)
Columbia	x				"Depends"			
Emory		x[g]	x		At least 2 years, preferably in a responsible situation or preparing for such.	x		B average in last 2 yrs. of undergraduate program.
Florida	x		x		2 or more years	x		3.5 (A = 4.0)
Illinois		x[h]	x		2 years	x		4.0 on a 5.0 system
Louisiana	x[d]		x		3 years	x		3.0 on a 4.0 scale
Maryland	x		x		At least 2 years	x		B average
Minnesota	x		x		"Significant: 3 or more years."		x	
Pittsburgh	x			x		x		3.0 on 4.0 scale
W. Michigan		x[i]	x		1 year	x		3.25 (A = 4.0)
Wisconsin	x		x		2 years		x	

Table 1. Continued

	Specified score on Graduate Record Exam.			Other prerequisites
	Yes	No	What score?	
UCLA	x		Total of 1200	Reading knowledge of 2 modern foreign languages and others appropriate to the specialization.
Columbia			j	Reading knowledge of 1 modern foreign language. In some courses, additional foreign languages before admission. Personal maturity and professional motivation. Evidence of satisfactory experience in a responsible library position.
Emory	x		500 verbal or 1100 total score	One letter of reference.
Florida	x		More than 1000	
Illinois		x		
Louisiana		x[k]		
Maryland	x		"Upper 50th percentile."	
Minnesota		x		300 word essay. Admission as a doctoral student by the faculty of a subject field if the student is working for a subject Ph.D. Miller Analogies Test.
Pittsburgh		x		
W. Michigan		x		One year of experience in the appropriate type of library (depends on student's desired specialization). 1 modern foreign language.
Wisconsin		x		Statement of goals. Proficiency at the internediate level in at least 1 foreign language.

Table 1. Continued

[a]"Depends on experience and subject master's degree."

[b]"Considered."

[c]"Possibly--dependent on other factors."

[d]Must have M.L.S. or B.L.S. from ALA accredited school or master's degree in another field and a minimum of 18 semester hours of acceptable credit hours in librarianship.

[e]"Information sciences."

[f]"Possibly."

[g]Library school has a conversion program to the master's degree.

[h]Library school has a sixth-year master's degree program.

[i]"?"

[j]"Not specified." "Satisfactory achievement on the GRE will be required if the applicant's academic record does not provide clear and convincing evidence of superior scholastic achievement."

[k]"But we expect a combined score of 1000."

TABLE 2

	How long does the program take?	How may or must the student take his courses?				
		a	b	c	d	e
UCLA	One academic year (3-4 quarters)	x				
Columbia	One academic year					
Emory	45 quarter hrs. or one academic year					Permitted to set own pace but encouraged to spend at least 1 quarter in full-time residence
Florida	One academic year	x				
Illinois	One academic year	x				
Louisiana	One academic year	f	g	g	g	
Maryland	One academic year and/or 1 acad. yr. and a summer	x				
Minnesota	1 academic yr. and 1 10-wk. summer session	x[h]				
Pittsburgh	One academic year	x	x	x	x	
W. Michigan	Varies with student	x	x	x	x	
Wisconsin	1 academic yr. minimum					At least 1 full-time semester; total of 2 semesters needed

[a] A full load in consecutive quarters or semesters.

[b] A partial load in consecutive quarters or semesters.

[c] A full load in each quarter or semester in which the student is registered.

[d] A partial load in each quarter or semester in which the student is registered.

[e] Other. [f] Preferably. [g] Possible. [h] May.

TABLE 3--AWARDING OF A CERTIFICATE

	Does the student receive a certificate or other recognition upon completion of the program?		
	Yes	No	What is it called?
UCLA	x		The certificate is informally issued by the library school. It is not formally issued by the university.
Columbia		x	
Emory	x		Diploma for Advanced Study in Librarianship
Florida		x	
Illinois	x		Certificate of Advanced Study
Louisiana		x	
Maryland	x		Certificate of Completion
Minnesota	x[a]		Specialist Certificate in Library Science Teaching[a]
Pittsburgh	x		Advanced Certificate in Library and Information Science
W. Michigan	x		Educational Specialist in Librarianship
Wisconsin	x		Certificate "Specialist in Librarianship"

[a]If the student intends to teach librarianship.

TABLE [4] --FOR WHOM THE PROGRAM IS INTENDED AND THEIR POSSIBLE CAREER CHOICES

	For whom is the program intended?
UCLA	Professional librarians or recent M.L.S. graduates who wish to add a specialization to their competence.
Columbia	
Emory	Practicing librarians who need to upgrade themselves professionally or prepare specifically for new responsibilities.
Florida	Only those interested in teaching in library schools or library education departments.
Illinois	
Louisiana	An enrichment program intended for persons who wish to up-date their preparation or change their emphases.
Maryland	For those individuals who wish to upgrade their professional skills and competency.
Minnesota	1. Intended teachers of library science. 2. Librarians who seek a doctorate in a subject area with a minor in library science and a dissertation related to both fields. 3. Librarians who seek a master's degree in a subject area or a combination of courses offered in the Graduate School which will fit them for a specialist's role in a library.
Pittsburgh	Librarians who wish further study but not to the extent of the doctorate; for retooling; for finding new career direction.
W. Michigan	[In the school library program]: Administering instructional materials centers for either the individual school or school system. [In the junior college library program]: Administrators for community college libraries. [In the public library program]: To provide leadership in public library service; . . . public library administrators at the systems level.
Wisconsin	For those who wish to specialize in various fields, e.g.: school librarians, technical services librarians, public or university library administrators, service to the culturally disadvantaged (in school or public libraries).

Table 4-- Continued

	What possible career choices do you envision for those who complete the program?
UCLA	Librarian specialists. Some will be urged to enter doctoral programs.
Columbia	Teachers and specialists.
Emory	Not limited.
Florida	Teaching. Administrative positions.
Illinois	Supervisory library positions or library science instructors (undergraduate programs or some graduate programs).
Louisiana	Positions of greater responsibility in various fields, supervisory positions, library science and teaching.
Maryland	Supervisory, administrative, and area specialists.
Minnesota	Teaching library science in undergraduate and graduate programs. Library administration. Library specialists (especially in subject areas).
Pittsburgh	Teaching, research, supervisory posts.
W. Michigan	
Wisconsin	Expertness in practicing the specialization and preparing specialists to teach their specialties in library school on a part-time basis, in summer sessions, in workshops.

of curricula. While this is perhaps the most important aspect of the programs and of the study, the results are difficult to assess since some of the library schools answered the question about the curriculum very sketchily. From the responses of those schools which answered fairly fully, it is, however, possible to construct some overall picture. The programs are planned to complement the student's previous course work and to go beyond it. Some of the schools which state that they are preparing future teachers of librarianship offer seminars in education for librarianship. The most complete program of this sort, to judge from the replies, is at Minnesota, where not only a seminar in library education but also the opportunity to observe and assist in teaching are provided. In many cases, it appears that students in these programs may take some courses which are also being taken by master's degree students. The tabulated results and some comments about them are given in Table 5. All the schools allow students to take courses outside the library school (Table 6).

Presumably, most of the graduates of the programs will be producers and consumers of studies and research of one sort or another. Therefore, we asked about course work in research methods and the execution of a piece of research or a field project. Most of the programs include a course in research methods although many of them waive it for students who have already taken such a course. In a study of research courses, Petrof found that 30 out of the 36 library schools then accredited by the American Library Association offered them.[8] Working with data from 28 of the schools, she found that 23 taught about problem formulation, 22 taught about collection of data from primary sources, 21 taught about questionnaire construction, 23 taught about sampling techniques (both probability and non-probability sampling), and 21 taught about correlation. It is difficult, of course, to know how many of the students have taken the courses. From our data, it appears that the courses are given in the library schools rather than in departments of history, sociblogy, or statistics. No school said that a student was required to take more than one course. Half the schools do

TABLE 5—THE NATURE OF THE CURRICULUM

	What is the nature of the curriculum?
UCLA	9-12 courses (3-4 quarters): some in the basic professional group, some in the graduate group (courses taken by M.S.I.S. candidates, who have the M.L.S.), some individual study courses, and some professional internship courses. [So far, the program is an informal one; the School has applied to the Graduate Council of the Academic Senate to change the program into a formal one and have the University issue a certificate of completion. It is not possible to quote from the application at this time.]
Columbia	Program is individually designed for each student by his advisor; it includes a broad curriculum of advanced courses and seminars.
Emory	General work beyond the master's degree, special planning of curriculum to suit individual needs where relevant; providing a chance for the practicing librarian to get away from day to day library problems and look at the profession with some objectivity; a chance to reevaluate objectives. At least 45 quarter hours of work [i.e., equivalent of 3 quarters] must be completed. Four courses are open only to post-master's students: Seminar in library administration, Seminar in reader services, Seminar in school librarianship, and Library methods analysis (Library management institute [Summer, 1967, only]).
Florida	General work beyond the master's degree, cross-disciplinary study, etc., plus seminars devoted to the teaching of library science.
Illinois	Half of the graduate units may be in a subject field, or all units may be in library science.
Louisiana	Program is individually planned taking into account the student's previous study, subject specialization, and career plans. Programs consist of: 1. graduate courses in library science; 2. advanced and graduate courses in supervision, guidance, the social sciences, or other fields relating to the student's interest and preparation and to his anticipated service; 3. independent study comprising individual investigation, programmed activities, and field experience under the guidance of the faculty and cooperating librarians; 4. colloquia and field trips.
Maryland	Cross-disciplinary (library, information and computer sciences).
Minnesota	Planning of individual programs can be very flexible, and cross-disciplinary study is strongly encouraged. The following courses are recommended: Research methods in librarianship; Seminar in library education; Mechanization, introduction to information retrieval, advanced information retrieval [3 courses]; Library research [3 courses]; Effective college teaching; Higher education in America. For students preparing to

Table 5-- Continued

	teach librarianship, the course of study is individually planned with the director of the school. It includes a special seminar in library education and the opportunity to observe, and asist in, teaching. At least one research paper on some aspect of library education will be required.
Pittsburgh	Specialization in a field of librarianship, general work beyond the master's degree, and cross-disciplinary study.
W. Michigan	Program involves breadth of preparation as well as depth in a particular field of specialization. Flexibility permits variation in accord with individual backgrounds and aspirations. [The school has three programs: one in school librarianship, one in junior college librarianship, and one in public librarianship. The brochures which describe these show programs which require a minimum of 60 semester hours. Since the program requires only a minimum of 30 semester hours, it appears that they show what the total course of study would be--not just the post-master's curriculum. The program for school librarianship provides: 1. Materials courses (15-20 hours) a. Elementary school library materials; storytelling; reading guidance for children b. Reading interests of young adults; curriculum enrichment methods c. Educational media (e.g., production, photography) 2. Administration (9 hours) School library administration; Administration of instructional materials center; management and systems analysis 3. Advanced library science group (15 hours) Foundations; Subject bibliography: humanities, social sciences, sciences; Government publications; Computer, data processing, information storage 4. Education (4-6 hours) Supervision; Curriculum trends 5. Professional field experience (6 hours) 6. Research (9 hours) Library research methods; Thesis The other two programs are essentially similar, mutatis mutandis; in both cases, the requirements for professional field experience and research are kept although a thesis is not required, and a "specialist project" is put in its place.]
Wisconsin	Specialization in librarianship and advanced study in an academic discipline or related professional field. All the graduate courses in the library school curriculum are available. Advanced study courses are offered in research methods, education for librarianship, and independent research.

TABLE 6--COURSE WORK OUTSIDE THE LIBRARY SCHOOL

	Are students allowed to take courses outside the library school?		
	Yes	No	To what extent and in what fields?
UCLA	x		
Columbia	x		
Emory	x		Depending on individual needs.
Florida	x		As desirable and suitable for their needs and interests.
Illinois	x		Any fields.
Louisiana	x		Encourage use of related courses.
Maryland	x		Two courses per semester (subject field, computer sciences and mathematics).
Minnesota	x		In all areas offered by the University; the extent will depend on the student's program--M.A. subject and Ph.D. subject will be considerable in extent.
Pittsburgh	x		Up to 50% of total in any relevant fields.
W. Michigan	x		[See Table 5.]
Wisconsin	x		50%-30% required.

not require a piece of research or a field project. This is somewhat surprising in view of the goals of the programs of these schools. Three of them specifically aim to produce instructors of librarianship, one claims this goal along with other goals, and two see their goal primarily to upgrade practicing librarians. Even for the students in the last three schools, would not the experience involved in such work be useful? It might be instructive to compare these results, detailed in Table 7, with information about the requirements in regard to the master's thesis at the schools. Obviously, students need not take the post-master's program at the same school where they received their master's degree. As we see in Table 8, only two schools require a thesis, and even at these two, it is doubtful that many of the graduating students follow the plan which requires the thesis. For example, of the 36 students at Emory who graduated in the fall of 1965 or in 1966, only 3 received the M.A., which requires a thesis;the others took the M.Ln., which does not.[9] At this point, one begins to ask where library school students acquire practice in carrying out extended pieces of research. To the extent that these people will eventually work for doctorates, where will they have obtained the experience which will be useful in planning and writing the doctoral dissertation?

This is not merely a theoretical concern. Three library schools saw the post-master's program as a first step toward the doctorate, and four saw it as an alternative to the doctorate. The schools' replies are in Table 9.

Only two schools, Western Michigan and Wisconsin, require a comprehensive examination in the post-master's program.

Most of the programs are no more than two years old. It is instructive to study them in relation to Title II B of the Higher Education Act of 1965 (P.L. 89-329), which provides for fellowships and traineeships in librarianship. Only three of the programs formally started before the fall of 1966, and only two of them, Illinois and Pittsburgh, have not received any aid under the provisions of the Act. In the case of Pittsburgh, however, there has been aid from the state of Pennsylvania. In the eight remaining schools, there is a close

TABLE 7--COURSE IN RESEARCH METHODS AND PIECE OF RESEARCH

	Does the program include course work in research methods?			Is some piece of research or a field project required?		
	Yes	No	What is its nature?	Yes	No	What is its nature?
UCLA		x		x		
Columbia			Flexible		x	
Emory	x[a]				x	
Florida	x[a]				x	
Illinois		x			x	
Louisiana	x[a]			x		Independent study course.
Maryland	x		Statistical methods, research design, historical methodology.		x	Optional.
Minnesota	x[a]		Statistical methods, research design, construction of questionnaires, historical methodology.	x		9 credit research paper for specialist certificate in library science or a thesis.
Pittsburgh	x[b]		General research course.		x[c]	
W. Michigan	x		d	x		e
Wisconsin	x		f	x		f

[a]If the student has not already taken such a course.

[b]Usually. [c]But is is often elected.

[d]Evaluation of library studies and their influence on library organization, administration, and

Table 7--Continued.

service. Opportunity for investigation and research in current problems in public, college, or school libraries.

[e] Specialist project requires study in depth of a topic relating librarianship to cognate fields. This study is at a level considerably higher than that for a master's degree thesis but lower than that required for a doctor's degree.

[f] Fundamental purposes and principles of research. Sample research studies will be critically examined. Each student will prepare, under supervision, a research proposal and will carry out a pilot study to examine the feasibility of testing the particular hypotheses by the methods selected and the availability of data bearing on the problem.

TABLE 8--THE THESIS IN THE MASTER'S PROGRAM

	Does the master's program require a thesis?	
	Yes	No
UCLA		x
Columbia		x
Emory	x[a]	x[b]
Florida		x[c]
Illinois		x
Louisiana		x
Maryland		x
Minnesota	x[d]	x[e]
Pittsburgh		x
W. Michigan		x
Wisconsin		x

[a]M.A. program.
[b]M.Ln. program.
[c]Optional.
[d]Plan A.
[e]Plan B.

TABLE 9--THE RELATION OF THE POST-MASTER'S PROGRAM TO THE DOCTORATE

	Is the post-master's program designed as:			
	A terminal degree which is less than the doctorate	An alternative to the doctorate	A first step toward the doctorate	Other
UCLA	x		x	
Columbia				For those who wish to undertake advanced study without the necessity of attempting to qualify for an advanced degree.
Emory	x			
Florida				Advanced course work.
Illinois	x	x		
Louisiana				Primarily an enrichment program.
Maryland		x[a]	x	
Minnesota	x[b]		x	Specialist Certificate in Library Science Teaching.
Pittsburgh	x	x		
W. Michigan	x			
Wisconsin	x	x		

[a]Certificate program. [b]M.A. in a subject area.

match (1) between the onset of federal funds and the beginning of the programs and (2) between the number of fellowships and the number of students. What would have happened if the funds had not become available? It is also worth considering why so few programs arose before the federal money became available. Was it that a need for the programs existed but that the universities could not be persuaded to finance them, or was it that the need did not clearly emerge until the money became available?[10] In any case, it seems noteworthy that the onset of so many programs coincided with the provision of the federal funds. The trends are shown in Table 10.

Any new program, especially one which increases the number of students, makes additional demands on the faculty. Seven of the eleven library schools increased the size of their faculties as a result of starting the post-master's program (UCLA, Columbia, Emory, and Illinois did not). However, this in itself is not of great significance; other factors, such as existing student-teacher ratios and the number of new students, come into play. But what about some other factors? In her study of quantitative differences among library schools in 1965-1966, Nakata devoted a section to the faculties of the 36 American library schools accredited by the American Library Association at that time.[11] Her data include all of our schools with the exception of Maryland, which had not been accredited at the time of her investigation. In Table 11, we see the number of faculty members who had a doctorate. In Table 12, a score is assigned to each library school based on the educational attainment of its faculty members. Nakata describes her scoring procedure thus:[12]

> In order to arrive at a score for each school, points were assigned on the basis of the highest degree earned. The following point values were given:
>
> | | |
> |---|---|
> | Library Science - highest degree held | |
> | B.L.S. or B.S. in L.S. (one year beyond four-year bachelor's degree)[1] | 1 |
> | Master's degree (fifth year) | 2 |
> | Master's degree (sixth year)[2] | 3 |
> | Doctorate[3] | 8 |
> | Subject field - highest degree held | |
> | Master's degree | 2 |
> | Doctorate[3] | 8 |
>
> Faculty members who held degrees in library science and also in a related field were given additional points for the subject degrees; e.g., a faculty

TABLE 10.---MISCELLANEOUS INFORMATION ABOUT THE PROGRAMS

	Starting date of program	Enrollment		Number of Title II B Fellowships	
		1966-67	1967-68	1966-67	1967-68
UCLA	Informally, 1961 Formally, Fall, 1968	0	3	0	3
Columbia	1961-62	6	7	5	5
Emory	First diploma awarded March 1967	7[a]	8[a]	0	0
Florida	1967	0	10	0	10
Illinois	1964	5	3	0	0
Louisiana	1966-67	10	10	10	10
Maryland	Fall 1967	0	5	0	5
Minnesota	1966	5	7	5	7
Pittsburgh	1963-64	15	43	0	0
W. Michigan	Summer 1966	[b]	13	5	5
Wisconsin	1966-67	3	8	0	7

[a]Largely a summer program. The figure for 1966-67 refers to the summer of 1966; the figure for 1967-68 refers to the summer of 1967.

[b]"Fall, 1967--15."

TABLE 11.--DISTRIBUTION OF FACULTY BY DOCTORAL DEGREES HELD, FALL, 1965[a]

School (Rank)	Number of doctorates	In library science	In a subject field
1	7	4	3
2	5	3	2
4	4	0	4
4	4	2	2
4	4	3	1
6.5	3	2	1
6.5	3	1	2
8.5	2	1	1
8.5	2	2	0
10	1	1	0
$\bar{x}$	3.5		

[a]Source: Nakata, Table 8

TABLE 12.--EDUCATIONAL BACKGROUND OF FACULTY[a]

School (Rank)	Score	School (Rank)	Score
1	6.5	6	5.1
2	6.4	7	4.9
3	5.5	8	4.6
4	5.3	9.5	4.3
5	5.2	9.5	4.3
		$\bar{x}$	5.2

[a]Source: Nakata, Table 9

TABLE 13.--FACULTY PUBLICATIONS CITED IN LIBRARY LITERATURE, 1963-66[a]

School (Rank)	Total score	Number of full-time faculty	Average score
1	239	13	18.4
2	134	8	16.8
3	120	8	15.0
4	133	12	11.1
5	88	9	9.8
6	95	12	7.9
7	32	6	5.3
8	40	8	5.0
9	17	6	2.8
10	9	9	1.0
$\bar{x}$			10.0

[a]Source: Nakata, Table 10

member who held a fifth-year master's degree in library science received 2 points; if he also had a doctorate in a subject field, he received 8 more points, giving a total of 10 points. Only the highest degree held in each category was counted and no evaluation was made as to whether or not degrees in subject fields were related to current areas of teaching. The total points were then divided by the number of faculty for whom information was available.

[1]This type of degree was awarded by most library schools prior to 1950 when a curricular change took place resulting in a master's degree as the first professional degree. The B.L.S. degree awarded by the Canadian library schools has been counted as equivalent to the fifth-year master's degree.

[2]Several library schools offered the sixth-year master's degree prior to 1950 and few continue to do so. For this tabulation, all persons who already held a fifth-year bachelor's degree or equivalent and completed also a master's degree in library science were given 3 points.

[3]No distinction was made among the D.L.S., Ph.D. or Ed.D. degrees; all degrees at the doctoral level were given 8 points.

Lastly, she ranked the library schools by the bibliographic output of their faculty members as determined by citations in Library Literature over the period 1963-1966. It is difficult to determine exactly what time span these data cover; at one point, she speaks of "the last three years,"[13] while at another she speaks of publications "cited in Library Literature, 1963-66."[14] She assigned point values to publications as follows:[15]

Monographs and books (single and joint authorships)	8
Articles (single authorship)	3
Articles (joint authorship)	2
Book reviews	1

Table 13 gives the values for each of our library schools. I have changed Nakata's scheme slightly by ranking according to the average score instead of the total score, as she did.

In order to place these ten library schools in the context of the data which Nakata collected, it may be useful to show her maxima and minima for Tables 11-13. They are shown in Table 14.

Table 14

DISTRIBUTION OF FACULTY BY DOCTORAL DEGREES HELD, FALL, 1965

	Number of doctorates	In library science	In a subject field
Nakata's maximum	8	6	2
Nakata's minimum	0	0	0

$\bar{x}_{\text{number of doctorates}}$: 2.7

EDUCATIONAL BACKGROUND OF FACULTY

Nakata's maximum score	7.3
Nakata's minimum score	2.1

$\bar{x}_{\text{score}}$: 4.9

FACULTY PUBLICATIONS CITED IN LIBRARY LITERATURE, 1963-66

	Total score	Number of full-time faculty	Average score
Nakata's maximum average score	289	15	19.3
Nakata's minimum average score	3	5	0.6

$\bar{x}_{\text{average score}}$: 7.0

The data of the study raise some questions. On what base do these programs build? The requirements for the master's degree vary from school to school. In some cases, undergraduate course work in librarianship is a prerequisite; in other cases, it is not. Even at the graduate level, some master's degree programs can be finished (in full-time equivalents) in one academic year, some tqke the equivalent of a calendar year, and a few take even longer. In her study, Nakata found that the number of semester hours needed at the various schools for the master's degree ranged from 24 to 50.[16]

Similarly, what is the relation of the post-master's programs to the doctorate? Three of the schools see the programs as a first step toward it, and four see them as an alternative to it (Table 9). To what extent are the programs articulated with doctoral programs? Four of the schools with post-master's programs also offer the doctorate. Three of them (Illinois, Pittsburgh, and Wisconsin) also see the programs as alternatives to the doctorate.

By and large, holders of the doctorate go into two broad fields: (1) administration of libraries and (2) teaching of librarianship. Each of these can be subdivided. Administration could be in college and university libraries, public libraries, or systems of school libraries or instructional materials centers. Teaching is done at the undergraduate level, the graduate level, or a combination of the two. It is obvious that students who complete the post-master's programs may also enter some of these fields, and thus competition between more fully trained and less fully trained librarians may result. The competition will probably not be too keen in some fields, but it may become quite so in others, e.g., teaching of librarianship. While the possession of a doctorate is not a necessary qualification for appointment at some accredited library schools, it is, nonetheless, a desirable one. Will the availability of holders of the post-master's certificates, in a sort of bibliothecal Gresham's law, begin to lessen the urgency of trying to obtain prospective faculty members with a doctorate, or will a selective migration occur, one in which the holders of doctorates will go to the library schools which are already (relatively) rich in faculty members with the doctorate while the holders of the certificates go to those schools where holders of doctorates are like snakes in Ireland?[17] How many of the certificate holders will go to teacher training institutions with undergraduate programs in librarianship?[18] What is the meaning of one library school's statement that, in part, it prepares "specialists to teach their specialties in library school on a part-time basis, in summer sessions, [and] in workshops"? If the specialists

are good enough to teach in the summer, why are they not good enough to teach in the winter? In part, of course, the answers depend on the type of courses and the type of student and his aims. Some summer courses are the same as those offered in the rest of the academic year. Others are offered only in summer sessions and sometimes take the form of institutes or workshops. The former may be taken by students who are in the degree programs (either programs which run in an academic year plus a summer session or programs which are taken over a succession of summers) or by practicing librarians who wish some additional course work. The latter are usually taken by practicing librarians. For the former, the instructors ought to have the same qualifications as the regular faculty. For the latter, with their usually practical bent and clientele, perhaps instructors with a great deal of experience in the field may be more useful.

Information on the subsequent careers of the students in the post-master's programs will also be useful. The paper by Muriel Fuller gives some information regarding three students at Wisconsin in 1966-1967.[19] The paper describes the curricula which were set up for these students, who were interested in becoming library consultants or specialists. Perhaps additional information of this sort would be helpful.

Earlier, we noted the coincidence for many schools between the availability of governmental funds and (1) the dates when the programs began and (2) the number of students. What would happen if the funds were severely cut or stopped completely? To what extent would the universities then fund the programs themselves? Indeed, what would have happened if no outside money had been available?

Will other library schools start post-master's programs? Will these, again, be dependent on outside sources of money? Will the number of such programs eventually require some sort of evaluation and accreditation? The American Library Association presently evaluates the programs of about 39 library schools in this country and is considering an evaluation of the post-master's programs

in the accredited schools.[20] Further, a prior evaluation of most of them already exists: the U.S. Office of Education decides which library schools ought to receive how many fellowships.[21] So many of the schools appear to be quite dependent on federal funds. To what extent is it proper that the Office of Education be the agency which so strongly controls the destiny of the programs? In short, by relying so heavily on outside funds which are subject (1) to Congressional vagaries, (2) to competition from the requests from other library schools, and (3) to an extra-mural committee and the Commissioner of Education, do the schools surrender a part of their autonomy?

Is it worthwhile to consider what other occupational groups do when they wish to give their members systematic training beyond the first professional degree?

All of these questions are worth pondering. Certainly, answers to some of them will need to be found if the post-master's programs are going to continue to flourish.

NOTES

1. Ralph Munn, Conditions and Trends in Education for Librarianship. [New York], Carnegie Corporation of New York, 1936. p. 15.

2. Charles C. Williamson, Training for Library Service; A Report Prepared for the Carnegie Corporation of New York. New York, 1923.

3. Louis R. Wilson, "Historical Development of Education for Librarianship in the United States," in Chicago. University. Graduate Library School. Library Conference. Education for Librarianship. Chicago, American Library Association, 1949. pp. 48-50.

4. California. University. Announcements of the School of Librarianship, Berkeley. Fall and Spring Semesters, 1954-1955. Vol. XLVIII, no. 19 (Feb. 1, 1954), p. 31. The author wishes to express his thanks to Miss Mary Louise Elder, who took time from a busy schedule to procure for him a photocopy of the catalog.

5. A copy of the questionnaire is in the Appendix.

6. Leon Carnovsky, "Accreditation: Panel Member no. 2," in Sarah R. Reed, ed., Problems of Library School Administration: Report of an Institute, April 14-15, 1965, Washington, D.C. [Washington] U.S. Department of Health, Education, and Welfare; Office of Education [n.d.] p. 61.

7. R. C. Swank, "Sixth-Year Curricula and the Education of Library School Faculties," Journal of Education for Librarianship, VIII (Summer, 1967), 14-20. Swank's discussion at this point deals with those who have a subject master's degree but no training in librarianship. Earlier, Wheeler, speaking of the old sixth-year M.A. programs, made a similar comment: "Some [students] are admitted because of prior experience or graduate work in related fields in the hope that promising persons may be recruited for librarianship by transfer from other backgrounds." Joseph L. Wheeler, Progress & Problems in Education for Librarianship. [New York] Carnegie Corporation of New York, 1946. pp. 70-71.

8. Barbara G. Petrof, "The Status of Research Courses," Journal of Education for Librarianship, VIII (Summer, 1967), 28-32.

9. Emory University. Bulletin. Division of Librarianship, 1967-68. Vol. LIII, no. 8 (April 1, 1967), pp. 26-27.

10. In this connection, see James I. Doi, "Critique of Working Paper no. 4--'The Problems of Finance,' by Jesse H. Shera," in Sarah R. Reed, Problems of Library School Administration, pp. 46-48. Doi's remarks about ehe "low visibility on the educational horizon"of library schools' fiscal needs are pertinent here.

11. Yuri Ike Nakata, "An Analysis of Various Quantitative Differences Among Library Schools Based on Standards for Accreditation" (unpublished Master's thesis, Graduate Library School, University of Chicago, 1966). I realize that it would have been helpful to have had up-to-date information, but I did not want to make a long questionnaire even longer, and I felt that the trends shown in Nakata's paper would not have changed radically in two and a half years. Her data as used below cover only full-time faculty members. In the 36 library schools, she found 291 full-time and 372 part-time and summer faculty

members; although those figures make it appear that 56.1% of the faculty members were not full-time, they are slightly inflated since some people who were full-time faculty members at one school might be summer staff at another school.

12. Ibid., pp. 27-28. Several factors operate here which render this type of comparison a little inaccurate. (1) Schools which have doctoral programs are probably more likely to have a higher proportion of faculty members with doctorates than schools which do not. (2) Some consideration probably needs to be given to the age distribution of the faculty members. Many older people probably have not gone beyond the sixth-year M.A., while quite young faculty members have either a fifth-year M.A. or a Ph.D.

13. Ibid., p. 30. 14. Ibid., p. 31. 15. Ibid., p. 30. 16. Ibid., pp. 34-35.

17. Perhaps I take an over-optimistic view of the optimal qualifications for an instructor in librarianship. One study of teacher supply and demand in colleges and universities displays, among other things, the percentage of new full-time faculty members in a variety of fields (1) who had a doctorate and (2) who had less than a master's degree.* The data illustrating point (1) show (a) that for the period 1953-1954 through 1964-1965 the proportion of new instructors in librarianship with a doctorate was lower than for all fields combined (4.42% of new full-time instructors in librarianship compared with 26.39% of such people in all fields) and (b) that librarianship had a lower percentage of new instructors with a doctorate than any of the other fields for which data were given. The situation for point (2) is only slightly more encouraging: over the same period of time, 22.46% of the new full-time instructors in librarianship had less than a master's degree while 16.87% of their counterparts in all fields combined had less than a master's degree.**

In part, these data may reflect the different recruiting patterns in various teaching fields. There is probably a much greater tendency to recruit teachers of librarianship from practitioners in the field than in areas such as, say, physics or chemistry. Furthermore, it is likely that proportionately more of the physicists and chemists have advanced degrees than do the librarians.

In considering these data, we need to keep in mind that they represent responses from a variety of institutions--those offering undergraduate programs, unaccredited graduate programs, accredited graduate programs, and anything else. Furthermore, it is quite possible that the data may represent some new full-time additions to the staffs of libraries in colleges and universities which give faculty rank to their professional library staff members.***

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*National Education Association of the United States. Research Division. Teacher Supply and Demand in Universities, Colleges, and Junior Colleges, 1963-64 and 1964-65 ("Higher Education Series; Research Report 1965--R4"). Washington, c1965.

**These percentages are calculated from the data given in Tables 3 and 4 of ibid.

***Letter dated April 19, 1968, from William S. Graybeal, Assistant Director, Research Division, National Education Association of the United States.

18. For a discussion of the programs and the faculty in some of these schools, see Helen Lee, "Preparation of Librarians in Teacher Training Agencies" (unpublished Master's thesis, Graduate Library School, University of Chicago, 1955).

19. Muriel Fuller, "What One Library School Has Done: A Case Study" (unpublished paper given at the Allerton Park Conference on State Library Agency Consultants, November, 1967). The author wishes to express his thanks to Miss Agnes L. Reagan, Executive Secretary, Library Education Division, American Library Association, who called the paper to his attention and kindly furnished him with a copy of it.

20. David H. Clift, "Memo to Members," ALA Bulletin, LXII (March, 1968), 236.

21. In a discussion of grants made under Title II B, we read: "The U.S. Commissioner of Education may make grants to institutions whose proposals give evidence that they will increase substantially the educational opportunities in these fields." "Who decides what proposals will be supported? A panel of experts will evaluate each proposal and make recommendations to the Commissioner. He will make the final selection of grant awards." U.S. Office of Education; The Higher Education Act of 1965; Some Questions and Answers. Washington, Government Printing Office, 1966. pp. 8, 10.

APPENDIX

1. Name of library school. _____.

2. What are the prerequisites for enrolling in the program?

   a. Master's degree from an ALA accredited school. YES_____. NO_____.

   b. If you answered "Yes" to question 2a, would a person with a master's degree from an unaccredited library school be accepted?
   YES_____. NO_____.

   c. Would a person who had undergraduate preparation in librarianship and a master's degree in a subject area be accepted? YES_____. NO_____.
   PERHAPS (under what circumstances?) _____
   _____.

   d. Would a person who had received a B.L.S. from an accredited library school before 1950 be accepted? YES_____. NO_____.

   e. Is professional experience as a librarian required for admission?
   YES_____. NO_____. HOW MUCH?_____.

   f. Is a specified grade point average in prior studies required for admission? YES_____. NO_____. WHAT?_____.

   g. Is a specified score on the Graduate Record Examination required for admission? YES_____. NO_____. WHAT SCORE?_____.

   h. Other prerequisites are: _____
   _____
   _____.

3. How long does the program take (e.g., one academic year, one academic year and a summer session, etc.)?_____
   _____.

4. How may or must the student take his courses?
   A FULL LOAD IN CONSECUTIVE QUARTERS OR SEMESTERS_____
   A PARTIAL LOAD IN CONSECUTIVE QUARTERS OR SEMESTERS_____
   A FULL LOAD IN EACH QUARTER OR SEMESTER IN WHICH HE IS REGISTERED_____
   A PARTIAL LOAD IN EACH QUARTER OR SEMESTER IN WHICH HE IS REGISTERED_____
   OTHER_____. Please specify_____
   _____.

5. For whom is the program intended?_____
   _____
   _____
   _____
   _____
   _____.

6. What is the nature of the curriculum (e.g., specialization in a field of librarianship, general work beyond the master's degree, cross-disciplinary study, etc.)? _____

7. Do you allow students to take courses outside the library school? YES____. NO____. TO WHAT EXTENT AND IN WHAT FIELDS? _____

8. What possible career choices do you envision for those who complete the gram? _____

9. Does the program require a comprehensive examination? YES____. NO_____.

10. Does the program include course work in research methods? YES_____. NO____. What is the nature of the work (e.g., statistical methods, research design, construction of questionnaires, historical methodology, etc.)? _____

11. Is some piece of research or a field project required? YES____. NO____. If "Yes," what is its nature? _____

12. Does the student receive a certificate or other recognition upon completion of the program? YES____. NO____. What is it called? _____

13. Does the master's program require a thesis? YES_____. NO_____.

14. Does the master's program require a comprehensive examination? YES_____. NO_____.

15. Is the post-master's program designed as (check all that apply):
    A TERMINAL DEGREE WHICH IS LESS THAN THE DOCTORATE_____.
    AN ALTERNATIVE TO THE DOCTORATE_____.
    A FIRST STEP TOWARD THE DOCTORATE_____.
    OTHER (please specify)_____.
16. When was the post-master's program started?_____.
17. What was the enrollment in the program in 1966-67?_____.
18. What is the current enrollment in the program?_____.
19. Do you have scholarship aid from Title II (B) of the Higher Education Act to support the program? YES_____. NO_____.
    NUMBER OF SCHOLARSHIPS IN 1966-67_____. NUMBER IN 1967-68_____.
20. Did you increase the size of your faculty as a consequence of starting the post-master's program? YES_____. NO_____.
21. If you have comments to make on parts of the post-master's program which have not been covered in the questions above, I should appreciate your making them here. _____
22. If the final paper turns up conclusive data, would you like a copy of the paper? YES_____. NO_____.
23. Signature: _____

Thank you again for your cooperation.

Please return this questionnaire by March 4 to:

Floyd N. Fryden
5423 South Harper Avenue
Chicago, Illinois 60615